

Online Learning Strategy

Use a variety of experiences to engage all students and encourage collaboration and analysis

Communication	<ul style="list-style-type: none"> Syllabus Orientation Office Hours Expectations Feedback Loop Rules of Communication Moderating Communication 	Discover	<ul style="list-style-type: none"> Faculty Presentation Reading Media-based information / presentation Resource search and catalog Guest speaker / panel Guest blogger Game / Simulation Case study / scenario Assessment Examples / Demos Observations 	Critical Thinking Communication Teamwork / Collaboration
		Reflect	<ul style="list-style-type: none"> Case Study / Scenario Discussion Forum Survey Assessment Game / Simulation Blog Comment Live Chat Journal Wiki (Group Collection of Resources) Mind Map 	Entrepreneurship Information Literacy
		Create	<ul style="list-style-type: none"> Student Presentation Project Blog Post Paper Industry Interview (Q&A) Game / Simulation Product Review Research Proposal Coaching / Mentoring Student Panel / Debate 	Ethical Decision Making Global Awareness Civic Engagement

Online Learning Guidelines

Blended Delivery Method:

- Synchronous
 - o 14 hours (2 hours a session)
- Asynchronous
 - o 60 hours (/2 = 30 hours)
- Class Size = <25

Student Communication:

- Moodle
- Syllabus (competencies)
- Orientation
- Feedback
 - o Mid-course adjustment
- Rules of Communication
- Office Hours

Blended Delivery Breakdown

Required contact time is distributed between discovery (60%) and reflection (40%). Assignment and creation activities will not impact required contact time.

Discovery: (60% = 14 hours synchronous, 25 hours asynchronous)

Activity	Synchronous Hours	Asynchronous Hours
Faculty Presentation	12	4
Resource Search & Catalog	0	10
Guest Speaker / Panel	2	0
Game or Simulation	0	6
Assessment	0	1
Case Study / Scenario	0	4
Total Hours	14	25

Reflection: (40% = 0 hours synchronous, 35 hours asynchronous)

Activity	Synchronous Hours	Asynchronous Hours
Discussion Forums	0	10
Assessment	0	6
Wiki	0	10
Game / Simulation	0	3
Case Study / Scenario	0	2
Mind Map	0	4
Total Hours	0	35

Assignments:

These activities don't count toward course hours, but are part of the course requirements

- Discovery
 - Reading
- Creation
 - Student Presentation
 - Project
 - Blog Post
 - Paper
 - Industry Interview (Q&A)
 - Product Review
 - Research Proposal
 - Coaching / Mentoring
 - Student Panel / Debate

Activity Descriptions:

Faculty Presentation: Faculty presentations present an opportunity to introduce topics, synthesize ideas, develop new thinking, answer student questions and bridge the transition between topics. Presentation should drive discussion that supports higher level thinking by students. Synchronous presentations should consider student participation (in some manner) every 5-10 minutes. Asynchronous presentations should be no longer than 7 minutes in length for any one segment.

Synchronous: *Real-time one-to-one or group communication*

Adobe Connect: Connect is a web-based virtual classroom tool that allows faculty and students to meet in an online location with integrated audio and video. Presentation sharing and screen sharing is also a key element of the Connect environment. Other features in the Adobe Connect environment include:

- Polling
- Chat
- Whiteboard
- Student status indicator
- File sharing

Skype: Skype is a free voice, video, text chat and screen sharing tool that can be used for one-to-one communication or group conferencing. A download is required and you must know the Skype name of all you wish to communicate or conference with.

Live Text Chat: Web-based text chat allows faculty and students to send text messages and links to each other in a real-time environment that displays linearly. There are several live text chat options available including:

- Moodle chat
- www.chatzy.com
- www.99chats.com
- Todaysmeet.com
- <https://contribute.fhu.edu/default.aspx>
- Meebo.com

Google Presentation with Text Chat: Google Apps includes a presentation tool that allows synchronous viewing of the presentation online. The tool also enables synchronous text chat along-side the presentation.

Asynchronous: *Communication with an individual or group where each individual connects or interacts on their own time*

Captivate: Adobe Captivate is elearning authoring software that allows the rapid creation of interactive presentations, simulations and screen recordings. Assessments can also be administered through Captivate. Adobe Captivate licenses are limited, but licenses can be obtained through HU and/or assistance with Adobe Captivate can be obtained by contacting the Director of Learning Technologies at apetroski@harrisburgu.edu.

PowerPoint (PPT) or other presentation software: PPT is a standard presentation tool that allows the presenter to use text, graphics and slide notes to communicate with their audience. PPTs for asynchronous online communication should include audio and/or detailed slide notes. On screen text and graphics should summarize or support the audio or detailed slide notes and not be a duplication of the detailed message.

Prezi: Prezi is web-based software that combines whiteboard and presentation concepts in a zoomable canvas that allows presenters to move outside the slide metaphor.
(www.prezi.com)

Podcast / Vodcast: Podcasts are audio recordings that students can subscribe to and/or can download from a course management system like Moodle. Vodcasts are podcasts with an added video element.

Screen Recording: Screen recordings are narrated videos of mouse movement on a screen. They are often used to provide software demonstrations, provide directions or create a reference for future self-help.

Wiki: A wiki is a website that allows the creation and editing of a web site through a simplified user interface. Web pages can include embedded videos, forms and links out to other resources. As an asynchronous presentation tool students can review content and post questions in a discussion forum that is attached to the wiki page. *A wiki can also be used to allow students to create content.*

Research Search and Catalog: Searching for resources online, sharing the resources with the group and having a group discussion about the validity of the resource allows learners to practice their research and analysis skills. The collected resources can also continue to be an asset long after the course has ended. A strategy for this activity can be:

1. Search & share with group
2. Comment on agreement & disagreement with resource
3. Comment on at least one other student's resource

Diigo: Diigo is an online collaborative bookmarking tool that allows you to bookmark web resources, access them from any device with Internet access and share them with members of a group. (www.diigo.com)

Guest Speaker / Panel: The online environment actually makes it easier to invite guest speakers into the class. Consider creating a panel of virtual experts of which students can ask questions. Adobe Connect and Skype are excellent tools for incorporating a guest speaker or panel into the class.

Game or Simulation: Games and simulations are learning environments that increase learner engagement, create context for concepts, allow students to apply concepts and provide a constant loop of practice and feedback. A game or simulation can be used for discovery, reflection or creation in a learning environment

1. Play the game/simulation
2. Reflect on the game/simulation experience in a forum
3. Create a game/simulation to demonstrate understanding of the subject matter by creating something that others will interact with to learn the subject matter

A variety of games and simulations are available for free for almost any subject matter. For assistance with finding game and simulation resources, implementing a game or simulation or creating your own game or simulation contact the Director of Learning Technologies at apetroski@harrisburgu.edu.

Assessment: Assessment is a way for the instructor and the learners to gauge progress to date and determine any gaps in knowledge that still exist. Assessment is often considered an activity that concludes a learning experience, but beginning a learning experience with assessment can be a valuable tool to identify the learners' pre-existing knowledge. Assessment throughout the learning experience (formative assessment) also allows the instructor to gauge student understanding and performance throughout the class and make adjustments or individualize instruction for students accordingly.